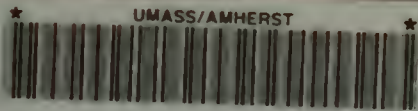


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The Commonwealth of Massachusetts

Annual Accountability Report

for

Vocational Education

Fiscal Year 1978

GOVERNMENT DOCUMENTS
COLLECTION

APR 1979

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June 1, 1979

State Department of Education
Boston, Massachusetts

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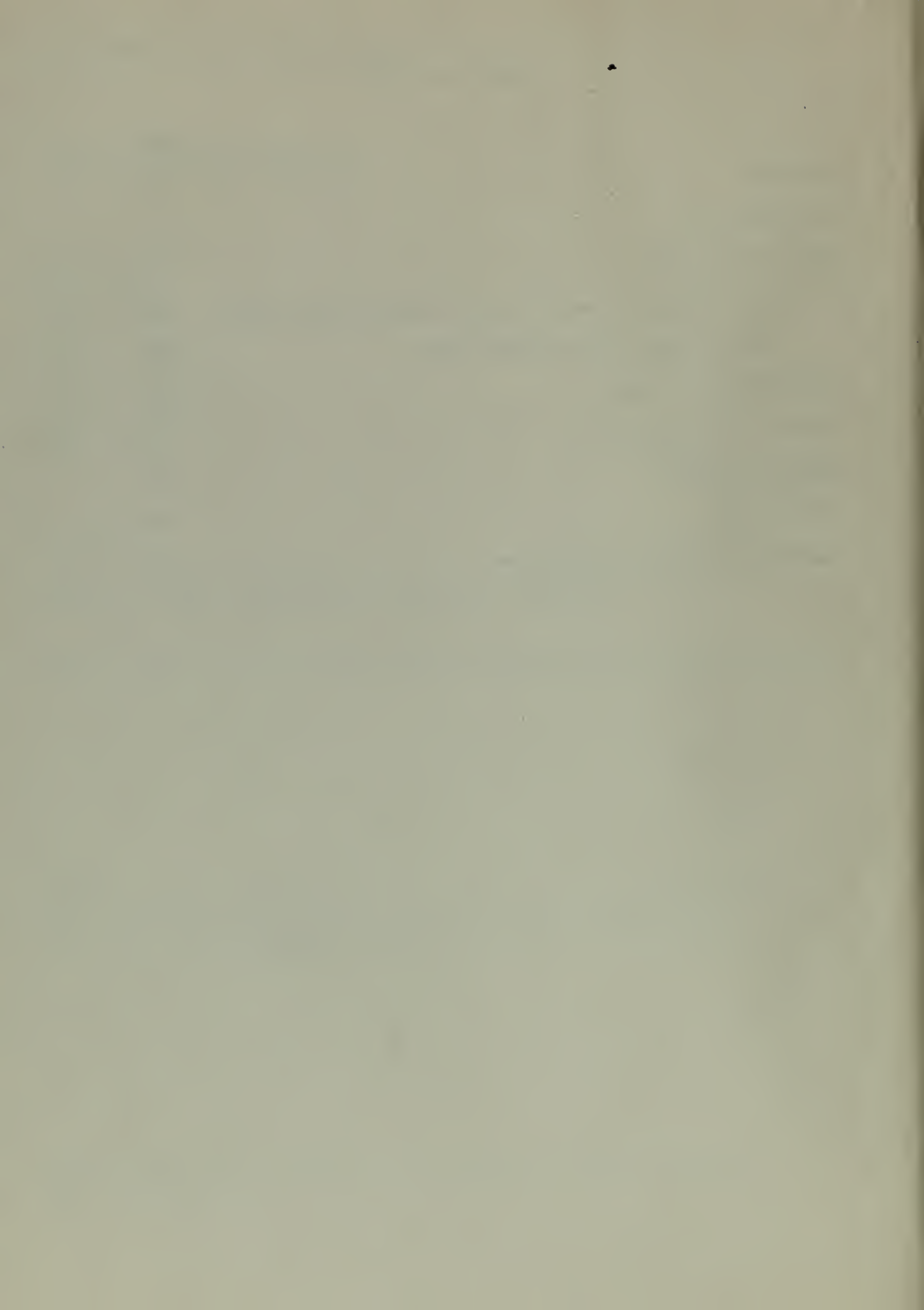
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The Massachusetts Department of Education insures equal employment/educational opportunities/affirmative action regardless of race, color, creed, national origin, or sex, in compliance with Title IX, or handicap, in compliance with Section 504.

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1.0 Overview

The Massachusetts Vocational Education Accountability Report for Fiscal Year 1978 responds to the reporting needs of the United States Office of Education and the citizens of the Commonwealth relative to the use of federal funds under Public Law 94-482 and its relationship to other Massachusetts occupational education programs and services during fiscal year 1978.

Public Law 94-482, Title II, Vocational Education, placed new responsibilities on state agencies and school systems which brought an increased emphasis to planning and program services for special populations. At the same time considerable flexibility was offered to states in developing a planning document which would best express the needs of students and the programs in which the students would be served over a five year period.

The outline for the Accountability Report is based on elements for which the Commonwealth is accountable to the Federal Government. These elements are derived from the final Rules and Regulations published in the Federal Register on October 3, 1977, three months after the Massachusetts Annual and Five-Year Plan for Vocational Education was presented to U.S.O.E. for approval.

In reviewing the Accountability Report for 1978 the reviewer should consider the following constraints:

1. The Massachusetts Board of Education was in the process of developing an equitable formula for the distribution of federal funds, as compared to the strict statewide Request for Proposal competitive approach used in distributing federal vocational education funds in past years. Consequently, the amount of funds carried over from fiscal year 1978 to be included in the formula approved for fiscal year 1979 is not accounted for in this report (approximately \$5.5 million).
2. The development of a new State Plan for Vocational Education was approved by the Board of Education in May of 1977 and by the U.S.O.E. in November of 1977. Late U.S.O.E. approval and the delay in publishing final Rules and Regulations partially delayed the funding of programs for local school systems.
3. The time limit for the use of federal funds is actually two fiscal years. Consequently, the balance of federal funds not accounted for in this document will be reported in the fiscal year 1979 Accountability Report.
4. Enrollment levels, employment goals, setasides requirements, and program goals are all affected by the above constraints.
5. Accounting reporting procedures employed this year in the collection of financial data were substantially different than those employed in prior years. Expenditures shown as at June 30, 1978 are actual expenditures reported by local school districts at that date as opposed to previous years' financial reports which used as a basis for reporting, funds awarded to local school districts in a given year.

Selected Activities in Vocational Education
During Fiscal Year 1978

The use of Public Law 94-482 funds for vocational education combined with state and local funds produced many model programs for the handicapped, disadvantaged and limited English speaking. Emphases were placed on expanding access to regular vocational education programs, orientation and pre-vocational programs, and supportive services to enable students to succeed in skills training. Postsecondary educational institutions expanded program options for these same populations.

During fiscal year 1978 the full-time sex equity and equal access personnel achieved the following activities:

- Evidence of increased enrollments of underrepresented groups of students (males and females in non-traditional areas, handicapped, disadvantaged, minorities, limited English speaking)
- Development of a monitoring instrument for admissions procedures by each of the 50 selective secondary schools
- Refinement of staff development services which reflect a systematic response to identified needs
- Inter-department coordination of a regional team approach in administering the admissions update process
- Framework for change provided by the admissions plan update requirement
- Increased awareness and sensitivity by department staff and local education agencies of discriminatory practices and attitudes (e.g. requests by 7 vocational schools for national origin desegregation technical assistance related to identification and instructional programs for such students - no vocational school had previously requested this assistance)
- Improved inter-department communications related to short and long range planning
- Major changes in the recruitment and admissions practices and policies of the 50 selective secondary vocational technical schools.
- Eligibility for federal funding dependent upon the filing of an approved admissions plan update - supporting the department's direction to build systemic support and accountability in school districts.
- Development of remedial activities and support services to implement compliance with laws and to eliminate barriers to equal educational opportunity in vocational education.

Highlights of four professional development activities conducted during fiscal year 1978:

1. Development of leadership, analytical and technical assistance capabilities for staff of the Massachusetts Department of Education in the area of equal access to vocational education.

New Environments for Women, in response to an RFP from the Division of Occupational Education, conducted a statewide needs assessment related to equal access to occupational education and designed and implemented a two day workshop for approximately 200 staff persons responding to the needs assessment. The workshop concentrated on interdepartmental staff techniques to improve services to schools concerning recruitment and outreach for males and females in non-traditional occupations, bilingual/limited English speaking students, admissions, new curriculum development, teacher training, guidance and support services, scheduling and enrollment, linkages with sending schools, employer/placement activities policies, laws and regulations, and planning.

2. Management skills training program for women to address the under-utilization of women in traditionally male-oriented fields of occupational education.

The Institute for Corporate and Government Strategy and Fitchburg State College designed a graduate level program for approximately thirty women interested in careers as leaders and administrators in occupational education. The program was designed to cover such topics as: organizational theory, administrative planning, budgeting and control, assertiveness training, group dynamics, leadership styles and techniques and educational research. This program is part of the Division of Occupational Education's on-going effort to enhance equity in occupational education and to provide local educational agencies hiring authorities with information regarding well-trained prospective administrators.

3. Recruitment and training program for bilingual individuals from specifically designated trade occupational clusters to become competent occupational education teachers.

Fitchburg State College developed a model program in cooperation with the Division of Occupational Education, the Bureau of Transitional Bilingual Education and the University of Massachusetts' Institute for Governmental Service. The program staff recruited and trained twenty-five Spanish speaking bilingual persons skilled in the fields of carpentry, data processing, food and nutrition, auto mechanics, nursing, drafting, welding and other trades to become certified as bilingual vocational education instructors. Program results also included several non-contractual positive activities: new techniques in the dissemination of information, bilingual availability of performance examinations, the documentation of work experience outside continental United States, an effect on licensing procedures for certain trades and citizenship requirements as well as replication of the program in several other states.

4. Training instructors in the high technology program areas.

Digital Equipment Corporation in cooperation with the Division of Occupational Education provided equipment and teacher training to instructors from fourteen secondary schools resulting in an upgrading of the quality of electronics education, in the strengthening of the industry-education alliance in Massachusetts and in the assurance of education response to the occupational needs of the high technology industries.

In other program areas for fiscal year 1978 the following was accomplished:

- Funding new programs in Entrepreneurship, Industrial Arts, and Guidance.
- Development of a Guidance Handbook
- Design of an interagency cooperative effort to serve Displaced/Homemakers - cooperation in needs assessment of this population and research on model programs.
- Design of an Interagency Industry Specific Program to respond to immediate and emerging needs of industry, both in the high technology areas and the supportive trade occupations.
- Assessment of statewide needs and availability of Day Care Services to support adults in vocational education programs.
- Initiation of a youth needs inventory and the administration of \$3 million in adult skills training programs in conjunction with CETA.
- Paraprofessional training for Career Resource Center administrators.
- Statewide assessment for Career and Occupational Education student needs.
- Establishment of the Massachusetts Occupational Information Coordinating Committee.
- Design of the Consumer Resource Center, inservice training of consumer and homemaking educators, and statewide dissemination of consumer and homemaking curricula.

2.0 Certifications

Adoption of Accountability Report by State Board

Certification of Attorney General

Sex Equity Personnel Review

Interagency Involvement in Development of Accountability Report

State Advisory Council Consultation

Public Hearings

Certificate
of
Massachusetts Board of Education
For
Vocational Education

I hereby certify that the Annual Program Plan for Fiscal Year 1980 and the Annual Accountability Report for Fiscal Year 1978 were adopted by the Massachusetts Board of Education on May 30, 1979.

The Annual Program Plan and Five Year Plan constitute the basis for the operation and administration of the state vocational education program.

The development of the Plan and the Accountability Report was coordinated with the agencies and in the manner specified in Public Law 94-482, Title II, Sections 107 and 108.

Massachusetts Board of Education

Date

Gregory R. Anrig
Commissioner of Education

Certificate
of
Attorney General
Commonwealth of Massachusetts

The Massachusetts Board of Education is the State Board in the Commonwealth of Massachusetts within the meaning of Title II, Sec. 104(a), of Public Law 94-482.

The Massachusetts Board of Education is the sole state agency responsible for the administration or for the supervision of the administration of programs authorized by the Vocational Education Act of 1963 as amended by Public Law 94-482 and does not delegate its responsibilities to other state agencies.

The Massachusetts Board of Education has the authority to submit the Annual Program Plan and Annual Accountability Report for Vocational Education by Public Law 94-482.

The Plan as approved by the Massachusetts Board of Education is not in conflict with state law and can be implemented.

Date

Attorney General

Certificate
of
Massachusetts Board of Education
for
Vocational Education

"To be completed after public hearings"

Certificate
of
Massachusetts Board of Education
for
Vocational Education

I hereby certify that representatives required by Public Law 94-482, Title II, Sections 107 and 108, have been afforded opportunity for involvement in formulation of the Annual Program Plan for Fiscal Year 1980 and the Annual Accountability Report for Fiscal Year 1978.

The Massachusetts Board of Education did not reject any of the recommendations offered by the planning participants.

November 15, 1978 - before the Annual Program Plan and Annual Accountability Report were developed.

January 25, 1979 - discussion of Fiscal Year 1980 Distribution of Funds and outline of the Accountability Report.

March 22, 1979 - consideration of the draft of the Annual Program Plan and outline of the Accountability Report.

April 12, 1979 - consideration of the draft of the Annual Accountability Report.

Massachusetts Board of Education

Date

Gregory R. Anrig
Commissioner of Education

VOCATIONAL EDUCATION
STATE PLAN PARTICIPANTS
F.Y. 1978 - 1982

Dr. Jules Pagano	President, Massachusetts Board of Regional Community Colleges - representing community colleges
Dr. David Cronin	Associate Commissioner, Division of Occupational Education - representing secondary and postsecondary vocational education
Dr. Lawrence Creedon	Superintendent, Quincy Public Schools - local school administrator
Mrs. Errol Jacobsen	Member, Board of Higher Education - representing higher education
Mr. Leo Gaughan	Shawsheen Valley Regional Vocational Technical School vocational education teacher
Dr. Gerald Paist	Superintendent-Director, Pathfinder Regional Vocational Technical School - regional vocational school administrator
Mr. Richard Fields	Office of Chancellor, Higher Education - representing comprehensive postsecondary planning
Mr. Charles Heyl	Member, Massachusetts Advisory Council on Vocational Technical Education - representing the State Advisory Council on Vocational Technical Education
Mr. Ralph Jordan	Assistant Secretary of Economic Affairs for Manpower Development - representing the State Employment and Training Council
Mr. Morrill Sprague	Member, Montachusett Regional Vocational Technical District School Committee - local school committee member

Mr. Joseph C. Mello	Member, Massachusetts Board of Education

Certification by the Massachusetts
Planning Participants for Vocational Education

Any state desiring to receive funds under this Act shall submit to the Commissioner, an annual program plan and an annual accountability report for each of the fiscal years included in the five year state plan. In formulating the plan and accountability report the state Board shall involve the active participation of the agencies, councils, and individuals who are required to be involved in formulating the five-year state plan the annual program plan and accountability report as described in Section 107 and 108 of Public Law 94-482.

As the representative of community colleges, I certify participation in the development of both the Massachusetts Annual Program Plan for Vocational Education and the Annual Accountability Report by affixing my signature below.

Date

Jules Pagano, President
Massachusetts Board of Regional
Community Colleges

Certification by the Massachusetts
Planning Participants for Vocational Education

Any state desiring to receive funds under this Act shall submit to the Commissioner, an annual program plan and an annual accountability report for each of the fiscal years included in the five year state plan. In formulating the plan and accountability report the state Board shall involve the active participation of the agencies, councils, and individuals who are required to be involved in formulating the five-year state plan the annual program plan and accountability report as described in Section 107 and 108 of Public Law 94-482.

As the representative of secondary and postsecondary vocational education, I certify participation in the development of both the Massachusetts Annual Program Plan for Vocational Education and the Annual Accountability Report by affixing my signature below.

Date

David F. Cronin
Associate Commissioner
Division of Occupational Education

Certification by the Massachusetts
Planning Participants for Vocational Education

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As the representative of local school administrators, I certify participation in the development of both the Massachusetts Annual Program Plan for Vocational Education and the Annual Accountability Report by affixing my signature below.

Date

Lawrence Creedon, Superintendent
Quincy Public Schools

Certification by the Massachusetts
Planning Participants for Vocational Education

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As the representative of higher education, I certify participation in the development of both the Massachusetts Annual Program Plan for Vocational Education and the Annual Accountability Report by affixing my signature below.

Date

(Mrs.) Errol Jacobsen, Member
Board of Higher Education

Certification by the Massachusetts
Planning Participants for Vocational Education

Any state desiring to receive funds under this Act shall submit to the Commissioner, an annual program plan and an annual accountability report for each of the fiscal years included in the five year state plan. In formulating the plan and accountability report the state Board shall involve the active participation of the agencies, councils, and individuals who are required to be involved in formulating the five-year state plan the annual program plan and accountability report as described in Section 107 and 108 of Public Law 94-482.

As the representative of vocational education teachers, I certify participation in the development of both the Massachusetts Annual Program Plan for Vocational Education and the Annual Accountability Report by affixing my signature below.

Date

Leo Gaughan, Instructor
Shawsheen Valley Regional Vocational
Technical School

Certification by the Massachusetts
Planning Participants for Vocational Education

Any state desiring to receive funds under this Act shall submit to the Commissioner, an annual program plan and an annual accountability report for each of the fiscal years included in the five year state plan. In formulating the plan and accountability report the state Board shall involve the active participation of the agencies, councils, and individuals who are required to be involved in formulating the five-year state plan the annual program plan and accountability report as described in Section 107 and 108 of Public Law 94-482.

As the representative of regional vocational school administrators, I certify participation in the development of both the Massachusetts Annual Program Plan for Vocational Education and the Annual Accountability Report by affixing my signature below.

Date

Gerald Paist, Superintendent Director
Pathfinder Regional Vocational
Technical School

Certification by the Massachusetts
Planning Participants for Vocational Education

Any state desiring to receive funds under this Act shall submit to the Commissioner, an annual program plan and an annual accountability report for each of the fiscal years included in the five year state plan. In formulating the plan and accountability report the state Board shall involve the active participation of the agencies, councils, and individuals who are required to be involved in formulating the five-year state plan the annual program plan and accountability report as described in Section 107 and 108 of Public Law 94-482.

As the representative of comprehensive postsecondary planning, I certify participation in the development of both the Massachusetts Annual Program Plan for Vocational Education and the Annual Accountability Report by affixing my signature below.

Date

Richard Fields
Office of Chancellor, Higher Education

Certification by the Massachusetts
Planning Participants for Vocational Education

Any state desiring to receive funds under this Act shall submit to the Commissioner, an annual program plan and an annual accountability report for each of the fiscal years included in the five year state plan. In formulating the plan and accountability report the state Board shall involve the active participation of the agencies, councils, and individuals who are required to be involved in formulating the five-year state plan the annual program plan and accountability report as described in Section 107 and 108 of Public Law 94-482.

As the representative of the State Advisory Council on Vocational Technical Education, I certify participation in the development of both the Massachusetts Annual Program Plan for Vocational Education and the Annual Accountability Report by affixing my signature below.

Date

Charles Heyl, Member
Massachusetts Advisory Council on
Vocational Technical Education

Certification by the Massachusetts
Planning Participants for Vocational Education

Any state desiring to receive funds under this Act shall submit to the Commissioner, an annual program plan and an annual accountability report for each of the fiscal years included in the five year state plan. In formulating the plan and accountability report the state Board shall involve the active participation of the agencies, councils, and individuals who are required to be involved in formulating the five-year state plan the annual program plan and accountability report as described in Section 107 and 108 of Public Law 94-482.

As the representative of the State Employment and Training Council, I certify participation in the development of both the Massachusetts Annual Program Plan for Vocational Education and the Annual Accountability Report by affixing my signature below.

Date

Ralph Jordan
Assistant Secretary of Economic Affairs
Manpower Development

Certification by the Massachusetts
Planning Participants for Vocational Education

Any state desiring to receive funds under this Act shall submit to the Commissioner, an annual program plan and an annual accountability report for each of the fiscal years included in the five year state plan. In formulating the plan and accountability report the state Board shall involve the active participation of the agencies, councils, and individuals who are required to be involved in formulating the five-year state plan the annual program plan and accountability report as described in Section 107 and 108 of Public Law 94-482.

As the representative of local school committees, I certify participation in the development of both the Massachusetts Annual Program Plan for Vocational Education and the Annual Accountability Report by affixing my signature below.

Date

Morrill Sprague, Member
Montachusett Regional Vocational
Technical District School Committee

Certification by the Massachusetts
Planning Participants for Vocational Education

Any state desiring to receive funds under this Act shall submit to the Commissioner, an annual program plan and an annual accountability report for each of the fiscal years included in the five year state plan. In formulating the plan and accountability report the state Board shall involve the active participation of the agencies, councils, and individuals who are required to be involved in formulating the five-year state plan the annual program plan and accountability report as described in Section 107 and 108 of Public Law 94-482.

As the representative of Massachusetts Board of Education, I certify participation in the development of both the Massachusetts Annual Program Plan for Vocational Education and the Annual Accountability Report by affixing my signature below.

Date

Joseph C. Mello, Member
Massachusetts Board of Education

Certificate
of
Women's Full-Time Personnel
Massachusetts Department of Education
Division of Occupational Education

This is to certify that persons responsible for Section 104(b) of Public Law 94-482 assisted in the development of the Annual Program Plan for Vocational Education for Fiscal Year 1980 and the Annual Accountability Report for Fiscal Year 1978.

Date

Lynn Hagar
Coordinator of Equal Educational
Opportunity in Vocational Education
Division of Occupational Education

Certificate
of
Advisory Council on Vocational Technical Education
for the
Commonwealth of Massachusetts

This is to certify that the Annual Program Plan and Annual Accountability Report for Vocational Education was prepared in consultation with the Advisory Council on Vocational-Technical Education of the Commonwealth of Massachusetts.

Date

Chairperson

3.0 Goal Achievement

Preliminary Statement

The general goals of the Massachusetts Annual and Five Year State Plan for Vocational Education were adequately addressed during fiscal year 1978:

- I. Provide equal access to programs for a greater number of youths and adults especially those underserved.
- II. Improve procedures for delivering vocational education.
- III. Provide a comprehensive system of administration to manage resources and organize the delivery system of vocational education.

Preliminary assessment of enrollment data for fiscal year 1978 indicates a slight drop in overall enrollments in vocational education programs leading to skill development. Verification of enrollment data from approximately 40 school districts representing 14% of total enrollments, may ameliorate overall vocational education enrollments. However, enrollments for handicapped and disadvantaged students have increased. The enrollment data result also were affected by the delay in federal funding; delay in approval of the Five Year State Plan until November 15, 1977, and an enrollment count at October 1, 1977 too early to account for new federal programs.

3.1 Use of funds in terms of programs, enrollments, educational levels, types of institutions and costs.

a. Program Enrollments (By O.E. Code) and Educational Levels (See Table 1)

Secondary enrollments increased more than expected in Agriculture, Consumer and Homemaking, Technical, and Trades and Industry programs while not reaching anticipated levels in Health, Distribution and Office programs.

Postsecondary and Adult enrollments increased more than expected in Distribution and Health programs but did not reach anticipated levels in other general programs.

b. Types of Institutions Offering Programs

The same educational institutions offered vocational education programs during fiscal year 1978 as was anticipated in the Annual and Five Year State Plan. Insufficient data exists to indicate at this time that there was a shift among institutions projected to offer programs by six-digit O.E. Code in the State Plan for fiscal year 1978.

Table 1. Enrollments, Educational Levels, Employment Demand
Projected in Annual Plan F.Y. 1978 and Reported in F.Y. 1978

1978		Projected Enrollments		Preliminary Reported Enrollments*		Employment Demand Statewide Priority**
O.E. Code	O.E. Title	Secondary	P.S./Adult	Secondary	P.S./Adult	
01.0000	Total, Agriculture	1,907	2,294	1,972	1,893	
01.0100	Agricultural Production	570	485	413	504	
01.0200	Agricultural Supplies Services	15	110	2	86	
01.0300	Agricultural Mechanics	110	50	69		
01.0400	Agricultural Products	50	210	41	151	
01.0500	Ornamental Horticulture	711	967	697	715	2
01.0600	Agricultural Resources	55	120	106	97	
01.0700	Forestry	100	55	101	42	
01.9900	Other Agriculture	296	297	543	298	
04.0000	Total, Distribution	7,675	2,300	6,392	2,905	
04.0100	Advertising Services	56		67	37	1
04.0200	Apparel and Accessories	91	92	57	353	2
04.0300	Automotive	65		201		
04.0400	Finance and Credit	20	147	6	290	1
04.0500	Floristry	15	30	5	49	
04.0600	Food Distribution	188	20	85	90	1
04.0700	Food Services	630	50	721	121	
04.0800	General Merchandising	6,054	812	3,524	300	2
04.0900	Hardware, Building Materials	22	16	12		2
04.1000	Home Furnishings	24	84	2	274	2
04.1100	Hotel and Lodging	49	375	7	575	1
04.1200	Industrial Marketing	33	170	16	69	2
04.1300	Insurance	18	18	4	24	1
04.1500	Personal Services	60	105	38	19	

* Lateness of Funding versus School Scheduling Results in Delay of Program Commitments.

** Employment Demand Statewide Priority
 1 = High Demand, High Placement Rate
 2 = High Demand, Low Placement Rate
 3 = Low Demand, High Placement Rate

1978

O.E. Code	O.E. Title	Projected Enrollments		Preliminary Reported Enrollments*		Employment Demand Statewide Priority**
		Secondary	P.S./Adult	Secondary	P.S./Adult	
04.1600	Petroleum	10		7		
04.1700	Real Estate	18	18	2	305	
04.1800	Recreation and Tourism	12	256	1	133	1
04.1900	Transportation	50	92	2	58	1
04.2000	Retail Trade, Other	230		849	124	2
04.3100	Whole Trade, Other	15		114		
14.9900	Other			672	79	
07.0000	Total Health	1,808	6,353	2,512	6,166	
07.0101	Dental Assistant	131	385	43	341	2
07.0102	Dental Hygienist (Assoc.)		210		222	
07.0103	Dental Laboratory Technology		100		71	1
07.0199	Other Dental					
07.0203	Medical Laboratory Assistant		241		223	1
07.0299	Other Medical Laboratory Technology					
07.0301	Nursing Associate Degree		1,843		1,682	1
07.0302	Practical (Vocational) Nursing		991	39	917	1
07.0303	Nursing Assistant (Aide)	485	200	466	131	
07.0305	Surgical Technician		84		52	1
07.0399	Other Nursing	45	80	104	330	
07.0401	Occupational Therapy		181		121	2
07.0402	Physical Therapy		95		81	
07.0499	Other Rehabilitation		20		14	
07.0501	Radiologic Technology		360		322	
07.0503	Nuclear Medical Technology		40		42	
07.0599	Other Radiologic		15		27	
07.0600	Ophthalmic		40			
07.0700	Environmental Health		300	18	217	
07.0800	Mental Health Technology		400		326	
07.0903	Inhalation Therapy Technology	12	176		187	2
07.0904	Medical Assistant	7	336	96	331	1
07.0906	Health Aide	1,128	46	1,130	57	1
07.0907	Medical Emergency Technician		210		212	
07.9900	Other			636	260	

1978 O.E. Code	O.E. Title	Projected Enrollments		Preliminary Reported Enrollments		Employment Demand Statewide Priority
		Secondary	P.S./Adult	Secondary	P.S./Adult	
09.0100	Total, Consumer and Homemaking	18,340	2,752	26,976	985	
09.0101	Comprehensive Homemaking					
09.0102	Child Development					
09.0103	Clothing and Textiles					
09.0104	Consumer Education					
09.0106	Family Relations					
09.0107	Food and Nutrition					
09.0108	Home Management					
09.0109	Housing and Home Furnishings					
09.0199	Other					
09.0200	Total, Occupational Preparation	3,575	2,842	3,770	1,878	
09.0201	Care and Guidance of Children	1,489	835	1,010	682	2
09.0202	Clothing Mgt., Production & Serv.	473	1,496	108	514	2
09.0203	Food Mgt., Production & Services	1,330	390	1,306	137	
09.0204	Home Furnishing, Equip. & Services	50		243	387	
09.0205	Institutional & Home Mgt., & Serv.	133	46	393	29	2
09.0299	Other	100	75	710	129	
14.0000	Total, Office	76,806	15,478	73,625	14,697	
14.0100	Accounting & Computing Occupations	16,234	2,926	14,230	2,484	2
14.0201	Computer & Console Operations	1,077	566	850	628	1
14.0203	Programs	220	57	339	490	1
14.0299	Other Business Data Processing	2,155	1,580	2,374	826	
14.0300	Filing, Office Mach., Clerical Occ.	8,945	374	5,397	297	2
14.0400	Information Communication Occ.	418	110	197	44	2
14.0500	Materials Support, Transportation	443	49	219	62	2
14.0600	Personnel Training & Related Occ.	1,544	270	483	47	3
14.0700	Steno., Secretarial & Related Occ.	13,365	4,654	11,700	4,435	1
14.0800	Supervisory & Admin. Mgt., Occ.	964	2,359	897	3,580	
14.0900	Typing and Related Occupations	31,000	2,340	30,018	1,232	
14.9900	Other	441	193	6,921	572	2

1978

O.E. Code	O.E. Title	Projected Enrollments		Preliminary Reported Enrollments*		Employment Demand Statewide Priority**
		Secondary	P.S./Adult	Secondary	P.S./Adult	
16.0000	Total, Technical	430	6,884	1,177	6,019	
16.0101	Aeronautical Technology	15	70	36	75	1
16.0103	Architectural Technology	40	45	29	87	
16.0104	Automotive Technology		120	4	93	
16.0105	Chemical Technology	57	25	45	11	3
16.0106	Civil Technology		380		220	
16.0107	Electrical Technology	18	244	65	270	1
16.0108	Electronic Technology	205	925	332	882	3
16.0109	Electromechanical Technology	35	320	26	298	
16.0110	Environmental Control Technology		220		45	
16.0111	Industrial Technology	45	60		5	
16.0112	Instrumental Technology			5		
16.0113	Mechanical Technology		125		116	
16.0114	Metallurgical Technology		20		110	
16.0117	Scientific Data Technology	15	105	19	65	1
16.0602	Fire and Fire Safety Technology		1,540		909	
16.0604	Oceanographic Technology				1	
16.0605	Police Science		2,685	362	1,991	
16.9900	Other			254	841	
17.0000	Total, Trades and Industry	40,594	17,321	42,216	25,459	
17.0100	Air Conditioning	431	336	598	302	3
17.0200	Appliance Repair	170	85	274	23	
17.0301	Body and Fender Repair	1,670	700	1,572	385	
17.0302	Auto Mechanics	5,030	1,755	4,639	1,228	2
17.0399	Other Automotive	500	170	430	206	
17.0400	Aviation Occupations	20		22	37	
17.0500	Blueprint Reading	130	185	19	116	
17.0600	Business Machine Maintenance	27	31			3
17.0700	Commercial Art Occupations	713	311	841	162	1
17.0800	Commercial Fishery Occupations			55		

1978

O.E. Code	O.E. Title	Projected Enrollments		Preliminary Reported Enrollments*		Employment Demand Statewide Priority**
		Secondary	P.S./Adult	Secondary	P.S./Adult	
17.0900	Commercial Photo Occupations	125	29	38	372	3
17.1001	Carpentry	4,362	1,717	4,418	1,320	1
17.1002	Electricity	2,602	1,083	2,886	1,055	3
17.1003	Heavy Equipment Operator & Maint.	18	18			
17.1004	Masonry	239	182	296	132	3
17.1005	Painting	22	14			
17.1007	Plumbing and Pipefitting	1,505	915	1,182	901	
17.1099	Other Construction & Maintenance	977	158	475	115	1
17.1100	Custodial Services	70		61		2
17.1200	Diesel Mechanic	370	75	218	55	
17.1300	Drafting Occupations	2,845	325	2,318	251	
17.1400	Electrical Occupations	1,136	492	997	318	3
17.1500	Electronic Occupations	2,031	870	2,111	548	3
17.1600	Fabric Maintenance Services		15			
17.1700	Foremanship Supervisor & Mgt., Dev.	45		8	85	
17.1900	Graphic Arts Occupations	3,000	770	2,882	677	
17.2100	Instrument Maintenance & Repair	241	74			1
17.2200	Maritime Occupations	133			176	3
17.2302	Machine Shop	3,356	1,096	3,302	909	1
17.2303	Machine Tool Operation	45	147	44	37	1
17.2305	Sheet Metal	1,090	285	1,126	260	
17.2306	Welding and Cutting	569	1,266	631	1,101	1
17.2307	Tool and Die Making		125		99	
17.2399	Other Metalworking Occupations	1,134	53	714	86	1
17.2400	Metallurgy Occupations	575	180	697	21	
17.2602	Cosmetology	1,074	236	1,363	242	2
17.2699	Other Personal Services			72		
17.2700	Plastics Occupations	25	65	35	55	
17.2801	Fireman Training		365		11,946***	
17.2802	Law Enforcement Training		685	1	161	
17.2899	Other Public Services	20	335	20	290	
17.2900	Quantity Foods	1,215	499	1,815	389	1
17.3000	Refrigeration	25		87		
17.3100	Small Engine Repair	758	435	723	391	1
17.3200	Stationary Energy Sources Occ.	50	245	59	200	
17.3300	Textile Prod. & Fabrication	130		88	16	2

*** Includes short term training and refresher courses.

1978

O.E. Code	O.E. Title	Projected Enrollments		Preliminary Reported Enrollments*		Employment Demand Statewide Priority**
		Secondary	P.S./Adult	Secondary	P.S./Adult	
17.3400	Leather Working	36		2	5	3
17.3500	Upholstering	174	95	174	89	
17.3600	Woodworking Occupations	925	445	2,377	304	
17.9900	Assemblers	949	454	2,564	394	2

c. Cost of Programs

Table 2
Estimated Expenditures F.Y. 1978

		<u>State and Local</u>		<u>Federal</u>
		<u>Secondary</u>	<u>Postsecondary</u>	
01.0100	Agriculture	\$4,227,934		P.L. 90-576
04.0000	Distribution	9,575,028		\$1,855,876
07.0000	Health	9,201,978	TOTAL	
09.0100	C/H Non Occ.	8,201,322	\$40,855,551	P.L. 94-482
09.0200	C/H Occ. Prep.	6,093,199		\$7,072,649
14.0000	Office	--		Awarded by
16.0000	Technical	4,600,987		State Board
17.0000	Trades/Industry	90,651,890		

d. Funding to Meet Employment Needs (See Table 1)

Analysis of employment data used to assess current and future needs for workers (job skills) for fiscal year 1978 indicated a need for federal funding (Public Law 94-482) in 65 program areas (O.E. Codes).

Of the 30 program areas demonstrating the highest statewide net employment demand and best placement potential (#1), 22 programs actually increased in enrollments at the secondary and/or postsecondary and adult levels.

Of the 23 program areas demonstrating a high statewide net employment demand and a low placement rate (#2), eleven programs showed an increase in secondary and/or postsecondary and adult enrollments.

Of the twelve program areas demonstrating a lower statewide net employment demand, yet a high placement rate (#3), ten programs reflected an increase in secondary and/or postsecondary and adult enrollments.

Of the 73 programs where fiscal year 1978 enrollments did not reach anticipated levels, 53 had reflected little or no statewide net employment demand (growth plus replacement).

Ninety-seven programs reached or exceeded anticipated fiscal year 1978 enrollments at the secondary and/or postsecondary and adult levels.

Federal, state, and local funds were expended to meet the employment needs as addressed in Tables 1 and 2 above.

3.2 Use of Funds to Meet Program Needs

The goals and objectives for the following programs meet federal and state guidelines and the use of funds is as directed in the Massachusetts Annual and Five Year State Plan. With the small amount of Public Law 94-482 funds reported as expended by the eligible recipients as of June 30, 1978 there is no meaningful base to determine that the planned uses of funds under the Act for fiscal year 1978 were changed in any manner.

Basic Grant Programs (Section 120)

	State/Local Estimated Expenditures F.Y. 1978	F.Y. 1978 P.L. 94-482 Awarded Through June 30, 1978	Reported As Expended As Of June 30, 1978
Vocational Education			
Handicapped	17,078,820	1,095,429	426,305
Disadvantaged	10,596,241	1,574,785	372,015
Limited English Speaking	1,487,288	205,552	181,234
Postsecondary/Adult	40,855,551	736,141	101,184
Other Students	94,989,644	774,404	248,759
Cooperative	2,207,995	78,310	8,982
Construction	45,816,859		
Sex Bias Personnel (in Administration)		50,000	50,000
Industrial Arts	18,396,418	631,569	230,130
Displaced Homemakers	187,007		
Administration - State	371,040	1,172,800	1,172,800
Administration - Local	4,324,756		
(Sections 120, 130, 140)	.		
SUB-TOTAL	236,311,619	6,318,990	2,791,409

Program Improvement and Supportive Services (Section 130)

Exemplary		214,685	12,816
Curriculum Development		78,200	39,730
Guidance/Counseling	6,788,515	826,826	190,211
Personnel Training	9,197	219,432	21,883
Sex Bias Grants	2,819	47,282	11,660
Administration - State	92,760	293,200	293,200
SUB-TOTAL	6,893,291	1,679,625	569,500

Special Programs for the Disadvantaged (Section 140)

Disadvantaged		328,534	54,329
SUB-TOTAL		328,534	54,329

<u>Vocational Education</u>	State/Local Estimated Expenditures F.Y. 1978	F.Y. 1978 P.L. 94-482 Awarded Through June 30, 1978	Reported As Expended As Of June 30, 1978
<u>Consumer and Homemaking Education (Section 150)</u>			
Non Economic. Depressed Area	1,998,295	44,607	21,083
Ancillary	279,963		
Economic. Depressed Areas	5,318,654		
Ancillary	604,410		
Administrative - State	30,000	100,000	100,000
Administrative - Local	332,974		
SUB-TOTAL	8,564,296	144,607	121,083
<hr/>			
GRAND TOTAL	251,769,206	8,471,756	3,536,321
	F.Y. 1977	1,855,876	1,855,876
		10,327,632	5,392,197

Fiscal Year 1977 Funds (Public Law 90-576) Expended During F.Y. 1978

Basic Grants	
Secondary Programs	491,073
Postsecondary	334,271
Disadvantaged	169,317
Handicapped	156,803
Construction	175,216
102(b) Disadvantaged	
Postsecondary	16,863
Exemplary	
Secondary	31,669
Consumer and Homemaking	
Depressed Areas	
Secondary	252,000
Postsecondary	100,000
Adult	120,440
Cooperative Education	
Secondary	8,224
	<u>1,855,876</u>

In the Commonwealth of Massachusetts it can generally be said that the greatest concentration of persons who have economic, social, and other problems which provide barriers to vocational education occur in the major urban centers and rural areas. Primarily this is due to the relative concentration or sparsity of the State's population in those areas. To determine more precisely which cities and towns in the State required priority consideration in the awarding of Federal Vocational Education funds, the following formula was developed.

Local Education Agencies

A. Relative Ability to Provide Resources

In Massachusetts the ability of a particular city or town to provide the necessary resources to support educational programs is in large part a function of the property tax base for a given community, a portion of which supports education. The measure used to determine the relative ability of local education agencies to provide resources is the equalized valuation per capita index for each agency in the Commonwealth. The index for each city and town is the ratio of equalized valuation per capita for a given city or town divided by the statewide average for all cities and towns. This index is then used to rank all cities and towns and school districts (422). Those with the greatest ability to provide resources rank higher than those with less ability on a scale from 1 (high) to 422 (low). In the rating of proposals this method awards from 1 to 15 points to each Local Education Agency. Two additional points are awarded if the applicant's Narrative addresses an urban or rural depressed area. Consequently the maximum number of points for this factor is 17. In the formula used to determine the final distribution of Federal funds among eligible agencies, this factor is assigned the highest weight in relation to other factors used.

B. Relative Number or Concentration of Low-Income Families

There are several measures that are used to determine the relative concentration of low-income families in Massachusetts. These include (1) the areas designated as eligible for ESEA Title I funds; (2) the ranking of cities and towns based on personal incomes reported; and (3) median family income of all cities and towns in the Commonwealth.

There is a statistical correlation between the number of ESEA Title I students, personal income and median family incomes such that the relative rankings for each city and town on these variables is essentially the same. Therefore, since the best available data is for median family incomes, this factor is used to determine the concentration of low-income families.

In the rating of proposals, this method also awards from 1 to 15 points to each Local Education Agency. Two additional points are awarded if the applicants Narrative addresses the target populations specified in the State Plan. Consequently the maximum number of points for this factor is 17. This factor is assigned a weight equal to that for ability to provide resources.

C. Narrative Description

This is a qualitative assessment of an application based on 10 criterial statements, two of which address the relative ability to provide resources and the concentration of low-income families. The remaining 8 criteria: Method of Delivery, Coordination, Elimination of Sex Bias, Measurable Objectives and Evaluation Plan, Program Design, Staffing, Cost, and, Increase in Enrollments, each has a maximum value of 2 points.

D. Manpower Need and Job Opportunities

This criterion is based on a listing of Vocational Education Programs eligible for consideration for funding determined by both manpower demand and previous success in placement. Each application must address an eligible program and is automatically awarded 15 points; if the applicant does not address an eligible program no points are awarded; in effect these points will carry no weight in determining the distribution of funds. However, 1 to 10 additional points are awarded for proposed programs demonstrating a greater degree of manpower demand and success in placement. These 10 points carry weight in the formula for the distribution of funds.

Proposal Rating

Total Maximum Points	75
Points given to all applicants for	
Addressing Goals (job skills shortages-	15
manpower demand and placement performance)	

Maximum Points for Competitive Rating	<u>60</u>
---------------------------------------	-----------

Factors, Percentages, Maximum Points for Each

1. Relative Ability to provide resources (28.3%)	17
2. Concentration of Low-Income Families (28.3%)	17
Other Narrative Criteria	
3. Method of Delivery (3.3%)	2
4. Coordination (3.3%)	2
5. Eliminating Sex Bias (3.3%)	2
6. Measurable Objectives & Evaluation Plan (3.3%)	2
7. Program Design (3.3%)	2
8. Staffing (3.3%)	2
9. Cost (3.3%)	2
10. Increase in Enrollments (3.3%)	2
11. Dual Factor (16.6%)	10
Manpower Demand	
Previous Success in Placement	

Other Eligible Agencies

These may include community colleges, state colleges and universities, private agencies, and non-profit private schools. Similar factors are considered in awarding Federal funds to these agencies.

A. Relative Financial Ability to Provide Resources

Public community colleges primarily depend upon a state allocation for support of their programs as do state colleges and universities and do not have a separate tax base. Therefore each such college or university is allowed a minimum of 50% of the points on this factor. A higher number of points up to a maximum of 15 (plus 2 for the Narrative addressing urban or rural depressed area could be awarded on the basis of the type of communities served by a given college or university. This is accomplished by identifying the major areas served by a given school using information identified for LEA's in assigning an appropriate point value. In the case of private institutions the index ranking of the cities and towns is coupled with the ability of local education agencies to address the demand for vocational education.

B. Relative Number or Concentration of Students With Educational Cost Higher Than Average

Each postsecondary institution dependent on State funds is again allowed a minimum of 50% of the points on this factor for the reasons stated above. The higher number of points up to a maximum of 15 (plus 2 for the Narrative addressing the target populations) could be awarded on the basis of estimating the relative concentration of students whose education imposed a higher than average cost. This is accomplished by identifying the major areas served by the school, considering the school population demographic characteristics, and using the information for LEA's in assigning an appropriate point value. In the case of private institutions the index ranking of the cities and towns is coupled with the ability of local education agencies to address the demand for vocational education.

C. Narrative Description

These factors were used to determine eligibility for other eligible agencies in a manner similar to that used for LEA's.

D. Manpower Needs and Job Opportunities

This factor also was used as part of the formula for distributing funds in a manner similar to that used for LEA's.

5.0 Fiscal Accountability

5.1 State Administrative Costs

	<u>Federal</u>	<u>State</u>	<u>Purpose</u>
Section 120	\$1,172,800	\$371,040	General administration. Central and Regional Technical Assistance for Vocational Education Programs at local schools.
Full Time Sex Equity Personnel	50,000	(part of above)	Activities to eliminate sex discrimination and sex stereotyping
Section 130	293,200	92,760	Data collection, evaluation of local program planning RCU administration
Section 150	100,000	30,000	Technical assistance to local schools.
TOTAL	<u>\$1,616,000</u>	<u>\$493,800</u>	

5.2 Local Administrative Expenditures

Local Administrative costs for local vocational education programs, including administration, planning and evaluation activities is estimated at \$4,657,730. Community College administrative expenditures are not included.

	<u>F.Y. 1978 Estimated Local Administrative Costs</u>
Section 120	
130	\$4,324,756
140	
Section 150	<u>332,974</u>
TOTAL	\$4,657,730

- 5.3 Programs and activities supported in whole or in part by state and local funds used to match federal funds and for maintenance of effort purposes have met the same conditions and requirements as those supported by federal funds.

<u>Estimated F.Y. 1978 State/Local Expenditures</u>	<u>Laws/Regulations/Policies Governing Use of State/Local Funds in Accord With Federal Conditions and Requirements</u>
Full-time Occupational Day 123,136,969	General Laws: Chapters 15 and 74 Board Policy on Occupational Education
Community Colleges 32,500,000	Joint Policy on Occupational Education
Construction of Vocational Facilities 45,816,859	Chapter 71B
Handicapped Vocational 17,078,820	Chapter 766 and Board Policy
Limited English Speaking 1,487,288	Chapter 71A and Board Policy
Consumer and Homemaking 8,201,322	Chapter 70 and Board Policy
Industrial Arts 18,396,418	Chapter 70 and Board Policy
Administration <u>5,151,530</u>	
TOTAL \$251,769,206	

- 5.4 In-kind contributions were not used as part of the state matching and maintenance of effort requirements.

\$251,769,206 is the estimated fiscal year 1978 state and local expenditure for vocational education in the Commonwealth of Massachusetts used as matching and maintenance of effort requirements.

- 5.5 As of June 30, 1978, 32.8 percent of the set-a-side for disadvantaged was expended for limited English speaking. The Annual and Five Year Plan estimated the limited English speaking population (ages 15 to 24) to be between 1.3 and 1.5% of the total population. Additional limited English speaking students were served with Special Disadvantaged Section 140 funds.

P.L. 94-482
Disadvantaged/LES
Expenditures 6/30/78

\$553,249
100%

Limited English Speaking
Expenditures
June 30, 1978

\$181,234
32.8%

State/local LES expenditures = $\frac{\$1,487,288}{12.3\%}$

State/local Disadvantaged/LES = $\frac{12,083,529}{100\%}$

5.6 Maintenance of Effort: Total state/local expenditures are maintained at a level equal to the previous year.

Estimated
State/Local
Expenditures
F.Y. 1977

\$250,969,746

Estimated
State/Local
Expenditures
F.Y. 1978

\$251,769,206

6.0 Results Achieved

A. Number of students served in programs funded under Sections 120, 130, 140, and 150.

	Estimated 6/30/78 Enrollments Supported <u>With Federal Funds</u>
Section 120	
Handicapped	1,784
Disadvantaged	3,187
Limited English Speaking	461
Postsecondary/Adult	4,147
Other Vocational Education Secondary	2,599
Cooperative	328
Industrial Arts	6,751
Entrepreneurship	150
Youth Organizations	5,737
Section 130	
Exemplary	Statewide
Curriculum	5,800 & Statewide
Vocational Guidance and Counseling	19,026
Personnel Training	3,831
Grants to Overcome Sex Bias	2,072
Section 140	598
Section 150	
Economically Depressed Areas	1,006
Other	291

B. Number of nonprofit private school students who participated in Sections 122, 132, and 140 and other programs.

Section 120	
Handicapped	100
Disadvantaged	87
Limited English Speaking	103
Native American Disadvantaged	30
Postsecondary/Adult	15
Section 130	
Exemplary	38
Vocational Guidance	390
Section 140	475

7.10 Evaluations

Evaluations are conducted to determine the effectiveness of formally organized vocational education programs and projects supported by federal, state and local funds. Under direction of the Board of Education, evaluation teams consist of state agency personnel, and instructors and specialists in vocational education from institutions outside the school system which is being evaluated. For the most part, state agency personnel will include specialists from several divisions within the State Department of Education: Special Education, Bilingual, Equal Educational Opportunity. The purpose of such a comprehensive evaluation is to assist the school in the coordination of all educational resources for all students, especially those most in need of support services.

EVALUATION CONTENT

Availability of Programs:

Assessment of admission requirements to assure equal access to programs regardless of sex, race, language barriers and special student needs; student interests assessed prior to program placement.

Quality of Instruction:

Methods must provide competencies for entry level employment; proper time requirements; designed in accordance with acceptable industry standards; related and academic instruction provided; responsive to employment data indicators.

Counseling:

Adequate number of qualified vocational counselors; guidance and counseling available to all students on a regular basis.

Placement and Followup:

Placement services are provided for all students; employer contacts maintained; follow-up data is collected for a minimum of four years; related to program of instruction.

Facilities and Equipment:

Facilities approval (size, conducive to learning, Occupancy Permit, Fire Inspector Safety Permit); inventory of equipment; equipment meets modern occupational standards; storage facilities provided; quantity of equipment appropriate; equipment and facilities approved for special needs students.

Cooperative Education:

Cooperative agreements properly negotiated; employer participation in negotiated agreements; ongoing supervision provided; involvement of students from private non-profit schools.

Teacher/Pupil Ratios Assessed
Teacher Qualifications Certified

Student Achievement Measured Through Competency Check-lists.

Student Employment and Unemployment Measured through Completion and Follow-up Activities

Special Services for Women, Minorities, Handicapped, Disadvantaged, and Limited English Speaking provided to enable to succeed in regular vocational education programs.

Organization:

Local advisory committee has appropriate composition; program advisory committees function regularly; distinctive management.

Control:

Recordkeeping and reporting adequate and responsive to deadlines; Local Board of Control identified, minutes maintained.

Expenditures:

Program budgets maintained; reports submitted.

7.1 Summary of Evaluation of programs conducted by the State

The following school systems were comprehensively evaluated during Fiscal Year 1978:

Amesbury	Minuteman Reg. Voc.
Amherst	Mohawk Trail Reg.
Apponequet Reg.	Pathfinder Reg. Voc.
Dighton-Rehoboth	Peabody
Franklin County Reg. Voc.	Pittsfield
Greater Lawrence Reg. Voc.	Randolph
Lee	Revere
Leominster	Taconic
Lynn	Tantasqua
Masconomet Reg.	Tri-County Reg. Voc.
McCann Voc.	Westfield
	William J. Dean Voc.

The vocational education enrollments of the school systems evaluated represented 18.5% of the total secondary vocational education enrollments in the Commonwealth and 13.6% of all enrollments, including postsecondary and adult. During mid-fiscal year 1978 a Quarterly Progress Report process was initiated whereby each program funded by Public Law 94-482 funds is reviewed quarterly and the Reports become part of the monitoring process conducted by the Division of Occupational Education. More than 150 local programs were evaluated representing over 50 different program areas.

7.2 Use of Evaluations

Evaluation information was used by each school system to improve vocational education programs and the overall delivery system. Where programs demonstrated shortcomings, each area of non-compliance or below standard requirements were noted. The school systems were afforded the opportunity to respond to the details of the reports and then given a time limit to improve each area of deficiency.

When the school systems apply for Public Law 94-482 federal funds each application must reflect the evaluations of previous programs. The narrative of the proposed project must then build on the strong and positive points highlighted in the Comprehensive Evaluation and/or the Quarterly Progress Report process. Areas of deficiency must also be noted and addressed in the proposed project to be funded with federal funds.

8.0 Advisory Council Recommendations

The consideration for each recommendation of the State Advisory Council on Vocational Technical Education will become part of the Accountability Report as soon as the recommendations become available.

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